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Vision and Mission of the Program

The City, Culture, and Community (CCC) doctoral program is a broad-based and integrative graduate education-research program that addresses interrelationships between the physical environment, the built environment, and social, economic, and political institutions and processes that shape cities and metropolitan regions. The intellectual focus of the CCC program is unique in bringing together interdisciplinary approaches in the social sciences, social work, architecture, law, humanities and applying them to understand a range of issues pertaining to cities, culture, and communities. The CCC’s breadth of interdisciplinary study allows students considerable flexibility to develop their training to individual research interests while providing a depth of disciplinary training in social work, sociology, and urban studies.

The CCC program is designed to prepare students for professional careers in academic and non-academic settings. By interconnecting interdisciplinary and disciplinary education and training, the CCC faculty members encourage graduate students to select dissertation topics that offer the potential for a cross-disciplinary approach with the Ph.D. degree awarded in “Social Work – CCC,” “Sociology – CCC,” or “Urban Studies - CCC.” The goal is to produce a well-trained cadre of professionals, social scientists, and humanists who have a common vocabulary and an integrated framework with practical and creative experiences to pursue careers in a wide range of sectors: academic, governmental, community, private, and public, or some combination.

CCC curriculum and research training give students an interdisciplinary conceptual and practical basis to study the dynamics of urban, cultural, and community change in international and comparative terms and frameworks. Unlike most disciplinary-specific doctoral programs, where the overwhelming majority of classes are separately taught by faculty in the discipline, required CCC courses are co-led and team-taught by multiple participating faculty members from diverse academic units (e.g., social work, sociology, architecture, and so on). This critical pedagogical feature enables students to confront different and often opposed disciplinary frameworks, paradigmatic schema, and methodological orientations. Team-taught courses also engender dialogue and synthesis with students as active participants and interrogators.

Program Goals

The City, Culture, and Community (CCC) Graduate Program at Tulane University seeks to synthesize and integrate disciplinary, multi-disciplinary, and interdisciplinary perspectives to accomplish three principle goals:

(1) Produce highly educated researchers with advanced theoretical and methodological skills and flexibility to compete in the academic, governmental, non-profit, private, and public sectors, or some combination.

(2) Develop partnerships between faculty and students to extend scholarship in important areas of research, creativity, and practice to benefit the New Orleans community and society-at-large.

(3) Create new methods, theories, and innovative approaches to address the world's most
challenging urban, environmental, and sustainability problems.

The CCC's program of graduate study aims to train and develop professional scholars and practitioners who are qualified to conduct original research, teach at the college and university level, and pursue careers in the non-academic sector. This requires mastery of diverse forms of theory, research methods, statistics, and the substantive literature of particular disciplines and interdisciplinary fields. All the graduate requirements are in the service of these ends.

**CCC Program Structure**

*Organization and Management*

The Steering Committee of the CCC Ph.D. Program consists of six members of the three participating units - sociology, social work, and urban studies. The purpose of the Steering Committee is to ensure the academic and financial integrity of the doctoral program and manage the resources to support doctoral students' education and scholarly activities. The Steering Committee is in charge of reviewing and approving all applications for graduate study. The Steering Committee is coordinated by a Doctoral Program Director (DPD) who serves a renewable, three-year term and who is elected by members of the Steering Committee.

*Participating Faculty*

See the CCC website for a list of faculty involved in the CCC Ph.D. Program, their titles, department affiliations, areas of expertise, and contact information. [http://tulane.edu/ccc/](http://tulane.edu/ccc/)

**Degrees**

CCC Ph.D. Program awards degrees in three disciplines:

- Ph.D. in Social Work–City, Culture, and Community (CCC)
- Ph.D. in Sociology–City, Culture, and Community (CCC)
- Ph.D. in Urban Studies-City, Culture, and Community (CCC)

*Skill Set of CCC Graduates*

Below is a list of the several broad skill areas, divided into specific skills that the CCC program actively cultivates and nurtures through coursework, seminars, internships, mentoring, research experiences, and other CCC activities.

**Organizational, Management, and Leadership Skills:**

- Strong oral and written communication skills
- Ability to identify problems, formulate alternatives, and promote change
- Knowledge of effective ways to supervise, direct, and guide, individuals in completion of tasks and fulfillment of goals
- Strong conflict management and resolution skills

**Research Skills:**

- Ability to cultivate research goals and objectives; select research topics; develop research questions; and design research projects to advance knowledge and promote learning
- Understanding of how to search, select, and evaluate primary and secondary data sources
• Ability to generate theories and hypotheses; develop instruments and methods for measurement; manipulate and control variables; collect, model, and analyze empirical data; evaluate results
• Knowledge of how to identify research funding sources; write and develop grant proposals; and review and evaluate grant proposals

Methodological Skills:
• Archival and historical methods
• Quantitative methods: graphing and tabulating data; describing data sets: central tendency, variability and skew; normal curve and standard scores; correlation; sampling; descriptive and inferential statistics, advanced statistical methods, etc.
• Qualitative methods: ethnography, interviewing, document content analysis, focus groups, etc.
• Data analysis techniques: statistical analysis (e.g., STATA, SAS, SPSS, etc.) and qualitative analysis (e.g., AtlasTi, NVivo, etc.), social network analysis
• Geographical Information Systems (GIS)

Pedagogical Skills:
• In-depth knowledge and understanding of contemporary learning theories and practices
• Ability to use communication and information technologies to create learning environments
• Ability to teach and instruct based upon synthesis and evaluation of knowledge
• Understanding of the uses of different instructional strategies and technologies to encourage critical thinking skills and information literacy

Policy Evaluation Skills:
• Ability to understand the role, purpose, and nature of policy
• Expertise in analyzing the process of policy formulation and implementation
• Proficiency in identifying key policy actors and organized interests in policy actions
• Strong skills at troubleshooting problems and assessing policy options; developing an implementation strategy; linking project management and research results to policy actions; building support for policies; and developing policy evaluation criteria

Role of CCC Faculty Mentors and Advisors
Before accepted CCC graduate students arrive on campus, they will be assigned a primary professor or mentor who will provide information about the program and university, clarify expectations and requirements, and establish an environment for open interaction. The mentor will serve as a coach, counselor, and advocate until the student has selected a dissertation advisor. The dissertation advisor may or may not be the same person as the initial mentor.

Once the student has selected a dissertation advisor, the advisor will be responsible for ensuring that the student is productive and proceeding in a timely manner, and they will remain vigilant to any systemic causes of delay or departure.

The CCC program faculty work to create a supportive and cooperative academic environment for both students and faculty. In addition to one-on-one mentoring, CCC hosts seminars and workshops directed toward engaging students, integrating them into the program,
and addressing any potential adaptation problems. The CCC faculty advisor/advocate system, regular social and scholarly events, and the Doctoral Program Director (DPD) together will all serve to meet students’ needs and facilitate progress toward completion of the Ph.D.

CCC faculty will support the professional advancement of students by providing opportunities to engage in collaborative advisor-advisee research activities, teaching courses, workshops and conferences, writing scholarly papers and grant proposals, and preparing for job interviews.

Graduate Students are responsible for their own intellectual development, progress through the CCC graduate program, and acquiring the CCC skill set. Students should take the initiative to familiarize themselves with the CCC program requirements and deadlines.

**Tuition & Fees (2013-2014)**

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<thead>
<tr>
<th></th>
<th>(per semester)</th>
<th>(per year)</th>
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<tbody>
<tr>
<td><strong>FULL TIME:</strong></td>
<td></td>
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<tr>
<td>Tuition</td>
<td>$22,875</td>
<td>$45,750</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$400</td>
<td>$800</td>
</tr>
<tr>
<td>Service Fee</td>
<td></td>
<td></td>
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<tr>
<td>Reily Center Fee</td>
<td>$150</td>
<td>$300</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$320</td>
<td>$640</td>
</tr>
<tr>
<td>Student Activities</td>
<td>$120</td>
<td>$240</td>
</tr>
<tr>
<td>Fee</td>
<td></td>
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|                      |                |            |
| **PART TIME:**       |                |            |
| Tuition (per credit  | $2,542         |            |
| hour)                |                |            |
| Academic Support (per| $45            |            |
| credit hour)         |                |            |
| Reily Fee (per       | $130           |            |
| semester, optional)  |                |            |
| Health Fee (per      | $320           |            |
| semester, optional)  |                |            |
| Student Activities   | $80            |            |
| Fee (per semester)   |                |            |

Students who have completed their course work requirements are required to register for Master’s Research 9980 (no credit hours) or Dissertation Research 9990 (no credit hours) in order to maintain continuous registration. A fee of $300.00 is charged each semester for this registration.

**Financial Support for CCC Students**

The CCC Ph.D. Program expects students to complete their doctoral studies in five years. Students are to be actively involved in data collection, analysis, and other research activities during the summer months as well as the nine-month academic year. Student funding will occur on an annual basis. Continued student funding is based on performance and adequate progress through the graduate program. Students rarely receive funding beyond five years; while they are welcome to remain in the program beyond that period, they will be expected to arrange for their own funding. In addition, students are strongly encouraged to pursue external funding to support their research and cultivate papers into publishable manuscripts.

Note: The CCC program does not provide funding for students during the summer. Nevertheless, as students progress through the program, they can expect that their productivity over the summer will be important to completing their Ph.D. work within the specified five-year time frame.

The CCC program strives to provide financial support for all of its graduate students who
are making satisfactory progress. The program awards five major kinds of financial support to
graduate students: (1) Tuition Scholarship; (2) Fellowships; (3) Teaching Assistantships –
Instructional Support (TA-IS); (4) Teaching Assistantships – Instructors (TA-I); and (5)
Research Assistantships (RA). Teaching Assistantships and Research Assistantships are
described on pp. 21-24 of this Handbook. More general information is below.

Tuition Scholarship: The School of Liberal Arts (SLA) and the School of Social Work (TSSW)
offer stand-alone tuition scholarships and some in conjunction with students who also receive
fellowships or assistantships. The scholarship covers the cost of full-time tuition.

Fellowships: For students who qualify, a fellowship consisting of an annual stipend will be
provided for financial support, for which no service is required. For academic year 2013-14, the
stipend is $22,043 plus a $1000 health insurance subsidy for those who must purchase the
student health insurance through the Tulane provider.

Teaching Assistantships. Regardless of how their assignments are crafted, TAs have the
responsibility to meet the goals and objectives of their teaching assignments as specified by
course instructors and departmental administrators. TAs should strive for the highest quality of
instructional pedagogy and delivery of services to students. All grading and other responsibilities
should be fulfilled thoughtfully and in a timely manner. See the SLA Guidelines and Policies
for Graduate Assistantships for more information about purpose, selection and appointment,
training, and responsibilities.
http://tulane.edu/liberal-art/upload/Guidelinesandpoliciesforgraduateassistants.pdf

Research Assistantships. Employment as an RA involves commitments, not only to dissertation
research, but to the goals and objectives or deliverables of the sponsored project providing salary
support.

Other Funding From Tulane University

School of Liberal Arts (SLA)
Graduate Student Summer Merit Fellowship Awards: During the spring semester, the
SLA Dean's Office provides awards up to $5000 to support summer activities for graduate
students completing terminal degrees. Students may use funds for research expenses, equipment,
and travel to support data collection, analysis, and performances. A summer stipend for writing
and completing the dissertation is limited to $2500. This Award will not support tuition,
workshops, or travel to professional conferences. First and Second year Ph.D. students are
ineligible. Students who have received two Fellowship Awards in the past are ineligible. See
the following link for more information about deadlines and criteria of evaluation:
http://tulane.edu/liberal-art/graduate-student-summer-merit-fellowship-awards.cfm

Office of Graduate and Postdoctoral Studies (OGPS)
OGPS has compiled resource lists for two types of external funding opportunities for
graduate students. The links on the two pages below take you to funding opportunity websites at
other institutions.
• Graduate Fellowships & Scholarships (http://tulane.edu/ogps/fellowships.cfm).
• Research Grants (http://tulane.edu/ogps/grants.cfm)

OGPS also provides graduate and professional students up to $400 for travel to present a paper or poster at a conference. For more information, see http://tulane.edu/provost/grad-travel.cfm. All Tulane graduate and professional students are eligible to apply. Preference is given to applicants presenting a paper, but those presenting posters or participating as a discussant at a conference, biennale or arts festival may also apply. Preference is also given to applicants pursuing terminal degrees. Requests for funds must be received before travel is initiated. Eligible travel costs include airfare, conference registration, hotel, meals, and local transportation (parking, taxi, rental car, train pass etc.). Applications are accepted three times per year, and the dates for the 2013-14 Academic Year are:
  March 28, 2014 for travel in the summer (May through August)
  August 2, 2013 for travel in the fall (September through December)
  December 2, 2013 for travel in the spring (January through April)

External Funding Opportunities for CCC Graduate Students

One distinctive component of the CCC program is that faculty members advise, train, and work with students to pursue external funding. Many CCC faculty members are actively engaged in funded or fundable research and CCC faculty provide annual grant writing workshops for students and faculty. Learning the skill of grant writing helps provide opportunities for faculty and student research collaboration, enhances the career prospects of students, and expands student employment opportunities in a variety of sectors. CCC faculty also recognize that training students to develop grant proposals can promote diverse research and teaching experiences, stimulate creative thinking, and encourage scholars to develop and apply novel analytical, methodological, and theoretical tools to address problems whose solutions are beyond the scope of a single discipline.

There are a variety of externally funded fellowships. The procedures and stipends of the different fellowships change, as do the rules of eligibility. Please note that fellowships require that students and prospective students take the initiative to acquire applications and submit them by fixed deadlines. Below are some well-known funders of external dissertation grants:

• National Science Foundation (NSF) Doctoral Dissertation Improvement Grant
• Fulbright-Hays Doctoral Dissertation Grant (US citizens only)
• IIE Fulbright Program for U.S. Students (US citizens only)
• CLIR Mellon Fellowships for Dissertation Research in Original Sources
• Mellon/ACLS Dissertation Completion Fellowships
• SSRC International Dissertation Research Fellowship
• AAUW Dissertation Fellowships (women only)
• Ford Foundation Dissertation Fellowship (U.S. citizens only; underrepresented groups)

Students interested in applying for externally funded research grants or fellowships should contact the Tulane University Sponsored Projects Administration (SPA) and register for their funding listservs: e.g., Biomedical, Science & Engineering, Social Sciences, Arts & Humanities List Serves. Contact Shane Aubrey (saubrey@tulane.edu) to get added to the listserv. For more information, see the following link, http://tulane.edu/asvpr/ora/notices-to-principal-investigators.cfm. Funding opportunity notices and news items are sent out to each listserv on a regular basis.

**Admission to the CCC Program**

Applicants admitted to the CCC program enter the program in the fall semester. The admissions process is competitive and students should consult the CCC webpage for application information and deadlines. See the School of Liberal Arts (SLA) "Deadlines for Graduating Students" link - http://tulane.edu/liberal-arts/graduation-deadlines.cfm - for a list of deadlines including fall, spring, and summer graduation dates.

Members of the CCC Steering Committee evaluate all applications for entry in the doctoral program. Funding and admissions decisions take into account undergraduate and graduate courses and grades, letters of recommendation, a personal statement, and GRE scores. Prospective applicants are encouraged to communicate with CCC faculty via phone and/or email and secure answers to any questions they might have regarding the program. When feasible, a face-to-face meeting may be arranged.

Applicants should submit required admission material through School of Liberal Art's On-Line Application to Graduate Programs by January 1. All prospective students must select one of the three areas (Sociology, Social Work, or Urban Studies) under "specialization." See the SLA website for more information about the application process at the school-wide level. http://tulane.edu/liberal-arts/graduate.cfm

**Admissions Matrix**

Admission to the CCC Program is highly selective and based on a matrix assessment that takes the following elements into account.

1. Applicant’s undergraduate and graduate (if applicable) record. Required minimum: an undergraduate degree from an accredited university. Recommended GPA: 3.0 minimum (on a 4.0 scale)

2. Graduate Record Exam (GRE) (taken within past 5 years). Recommended minimum: combined score of 1200

3. International students only: Test of English as a Foreign Language (TOEFL). Required minimum: 600 (paper version); 120 (computer based version); or 95 (internet based version)

4. Academic and/or professional recommendations.

5. If applicable, employment and other relevant experiences, including any relevant courses that did not result in degree credit.

**Required Admission Material:**

Deadline for all required materials is December 1.
1. Completed Tulane School of Liberal Arts (SLA) application for Graduate Study. The application form can be accessed once you log into the SLA On-Line Application to Graduate Program. [https://app.applyyourself.com/?id=tulane-g](https://app.applyyourself.com/?id=tulane-g)

2. Official transcripts from all undergraduate and graduate-level institutions. For transcripts in a language other than English, please provide a certified English translation with an explanation of the grading system directly to the program at the above address.

3. Official reports from Graduate Record Exam (GRE). Official GRE test scores must be sent directly from the Educational Testing Service (ETS) to the CCC Program via the Tulane School of Liberal Arts, the code is: 6183.

4. Statement of purpose. You will upload the statement of purpose through the SLA On-Line Application to Graduate Program.

5. Three letters of recommendation from academic and professional sources. Your letter writers can submit letters electronically through the SLA On-Line Application to Graduate Program. You will find the instructions once you log in to the program.

6. Curriculum vitae (CV) or résumé.

To insure correct processing, be sure to include a note as to which of the three specialties (Sociology, Social Work, or Urban Studies) you are applying.

7. [Foreign students only] Official reports from Test of English as a Foreign Language (TOEFL). Official TOEFL test scores must be sent directly from the Educational Testing Service (ETS) to the CCC Program via the Tulane School of Liberal Arts, the code is: 6183.

**Degree Requirements**

A student admitted to the CCC program must be continuously registered from the date of first registration until the awarding of the degree, unless the registration is terminated by resignation or by dismissal for academic or disciplinary reasons. Under exceptional circumstances, a student may be granted leave by the dean, and during such period of leave, a student will be considered in continuous registration without payment of fees.

To hold a fellowship or scholarship or any of the various kinds of assistantships, a student must be registered in full-time residence status. To determine student privileges and assess tuition and fees, a student in full-time residence status must be registered for at least nine hours of graduate credit per semester, or a combination of course work and equivalent academic activities such as teaching or research. CCC students holding a fellowship must be enrolled in 12 hours of graduate credit.

After the student has completed the minimum hours of course work required for the degree, the student can be classified as a full-time student entitled to full student privileges. The student must register for dissertation research and the CCC Steering Committee must certify that the student is engaged in academic activities equivalent to full-time residence commitment.

**Courses**
The following required courses must be completed and passed:
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<tr>
<th>Course #</th>
<th>Name</th>
<th>Credits</th>
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<tr>
<td>6040</td>
<td>Introductory Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>7010</td>
<td>CCC Pro-Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>7100</td>
<td>CCC Theory I</td>
<td>3</td>
</tr>
<tr>
<td>7150</td>
<td>CCC Theory II</td>
<td>3</td>
</tr>
<tr>
<td>7200</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>7300</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>7350</td>
<td>Qualitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>7700</td>
<td>Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>7750</td>
<td>Teaching Practicum</td>
<td>1</td>
</tr>
<tr>
<td>7800</td>
<td>Research Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>7850</td>
<td>Research Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>7950</td>
<td>CCC Pro-Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>9990</td>
<td>Dissertation Research</td>
<td>12</td>
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Students must complete 28 credits of required coursework plus a minimum of 20 credits of electives = 48 total credits.

**Area Exam Papers**

The CCC program requires that students complete two "Area Exam Papers" during their third year (5th and 6th semesters). Students will demonstrate their command of two areas of specialization across the fields of sociology, social work, and urban studies, and their preparation to undertake dissertation research. Each exam paper will be no longer than 16,000 words (about 50 pages) in length, excluding the bibliography and cover page. Each paper will be a broad assessment of a recognized area, starting with a conceptual mapping of the area that includes its foundational literature, theories, and relevant work.

**Purpose and Goals**

The purpose of each area exam paper is to demonstrate a student's ability to develop a command of the literature in particular areas and subareas and synthesize this knowledge into a coherent framework. That is, students are required to demonstrate considerable knowledge about the evolution and growth of ideas in the area as well as the issues that continue to engage scholars. Typically, coursework is a valuable starting point for exam paper preparation, but students will need to go beyond formal coursework to independently master the two areas. The composition of each student's area exam committee must reflect the student's “area” choices.

The area exam committees will evaluate the papers on their success in meeting the following four objectives. First, the exam papers should demonstrate that the student is familiar with the literature in the selected area of specialization and demonstrate both breadth and depth of scholarly knowledge. It is essential that the student cite and summarize the most influential publications in the field (both classic and recent publications). The student must be able to demonstrate and explain key ideas and apply key concepts.

Second, the exam papers must demonstrate that the student has not only read but can integrate the literature and identify the big questions that push the area forward. What are the most important conceptual issues? What are the new theoretical perspectives? What new lines of empirical research are most promising? Why? Students should be able to highlight the
leading debates of their field throughout the entire exam paper, and explain why particular theoretical issues or empirical topics are on the cutting edge. In short, the exam paper must go beyond mere summary to offer integration and synthesis and essentially join the forefront of major debates in the field(s), identify gaps in the scholarly literature, and be able to engage with cutting edge questions and issues.

Third, the area exam paper must not only catalogue and rank the literature in terms of importance, centrality, and research generated, but also give voice to the writer. The student must be able to demonstrate that s/he has the ability to critically assess the field. They must also be able to distinguish their own views and evaluations from the ideas and criticisms of other scholars (properly cite sources of criticism).

Fourth, the exams should demonstrate the author's ability to write well and be able to express complex and challenging ideas and concepts in a clear, coherent, and succinct fashion. Overall, the area exam paper must demonstrate competency and expert command of the recognized specialty area and highlight the student’s specific interest in the area, especially pertaining to their dissertation. In short, the area exam paper is intended to help the student prepare to write the dissertation by establishing the student as an expert authority in a particular area of academic interest and by enhancing the student’s ability to carry on a critical, scholarly dialog.

As such, the subject areas and scope of the area exams and the dissertation typically are related, but not isomorphic. The former are not intended as the theory and/or research literature chapters of the dissertation, but as treatments of two broader literatures that establish the student’s research and teaching expertise in particular sub-areas or subfields. These subfields, in turn, inform the more specific substantive, theoretical, and research focus of the dissertation. For example: Sociology or Urban Studies, stratification, social psychology, preservation, urban and community violence arguably would be too broad for an area exam. Disaster in New Orleans, the rebuilding of the WTC, the ghettoization of poverty in a (particular or several) American suburb(s), New Orleans and cinematic representation, Mardi Gras Indians, and so on would all be too narrow (though viable dissertation topics). Things like the political economy of the environment, the sociology of finance, cities and representation, the suburbanization of poverty, family change and public policy, and domestic violence would carve out suitable specialty areas.

Process and Procedures

By the end of beginning of their third year (August 1) in the CCC Ph.D. program, students must select a chair and establish a committee for their first area exam paper. It is assumed that the student will have spent the prior months in preparation for the paper; a process will include rigorous preparation and highly motivated study. Preparation will include diligent research to integrate and synthesize past course material and other scholarly information about the area. After securing the agreement of each person to serve on the committee, the student must notify the CCC Doctoral Program Director (DPD) in writing of the composition of the committee. The committee must be comprised of CCC core and affiliated faculty.

By September 1, students must submit to the CCC DPD a 3-5 page, single-spaced statement, signed by the student and all committee members outlining the area to be covered. This statement must include a references section to inform faculty of the major debates, substantive areas, and theoretical and methodological issues the student plans to cover in the exam. Acceptance and approval of the area and committee lie with the CCC Steering Committee and must be transmitted to the student and proposed committee chair in writing within two
weeks of receipt. Reasons for non-approval must be sufficiently detailed so as to provide clear direction with respect to needed revision and re-submission.

Once the committee and area established, the student develops the full bibliography in consultation with committee members. The final product of which will be a major paper akin to an *Annual Review of Sociology* article (typically on the order of 50 pages) that summarizes state of the area or subfield. The first area exam paper will be due December 1.

By February 1, CCC students must notify the DPD of the composition of their second area exam committee and submit to the CCC DPD a one-paragraph statement signed by the student and all committee members outlining the field to be covered. The composition of the second CAE committee can be the same as the first but is not required. The second area exam paper will be due May 1.

After completion of the each area exam paper, each committee member will meet in executive session to determine an overall grade for the paper. The grading options available to a faculty examination committee are as follows: (a) pass with distinction (Ready to form a dissertation committee, “Distinction” will be recorded in the student’s record); (b) pass (reading to form a dissertation committee); (c) fail (noticeable deficiencies indicate that the student is not ready to form a dissertation committee).

If the examination committee determines that a graduate student has failed the first area exam paper, the student will be given the option of rewriting at the end of the third year. The student will be required to complete both papers by the end of the third year. If the student passes the first exam paper and fails the second exam paper, the student will be given the option of rewriting at the end of the summer. The area exam papers must be passed successfully by the beginning of the fourth year in the program at the very latest. A second failing grade is cause for withdrawal from the program. The CCC program recognizes that extraordinary circumstances - e.g. illness, family responsibilities - may necessitate exceptions to these rules. Students may petition the DPD for an exception, and all exceptions must be approved by the CCC Steering Committee.

**Admission to Candidacy and the Dissertation Prospectus**

The final requirement is the successful completion of the Ph.D. dissertation. For students to remain in good standing and to ensure ample time to complete the dissertation, the CCC program expects students to defend a dissertation prospectus by the end of the eighth semester. Students are approved for “Admission to Candidacy” for the Ph.D. degree upon successful completion of all course work, comprehensive examinations, and dissertation prospectus. Students must be admitted to candidacy at least one semester before the completion of the dissertation. Students should plan on successful defense of the dissertation by the end of the tenth semester (fifth year), which coincides with the end of funding.

**Dissertation**

The dissertation is a written document that expresses a student's ability to conduct independent, original, and significant research in a sustained manner. Like coursework and area exams, the purpose of the dissertation is to prepare the student for a career in either the academic or non-academic sector. The dissertation thus shows that the student is able to:

- identify/define empirical and theoretical problems worth researching
- generate research questions that are timely and relevant
- identify theoretically driven hypotheses
• review and summarize the scholarly literature
• apply appropriate research methods to collect data
• analyze findings and evaluate evidence
• produce publishable results that have intellectual merit for particular disciplines and have broader impact for society
• think and write critically and coherently

All candidates must take a final examination for the Ph.D. degree. This examination or final defense will consist primarily of an oral defense of the dissertation, but it may be extended to include course material or any other relevant material at the discretion of the examining committee. The examination will be scheduled after the dissertation is in its final form and reviewed and approved by the committee. The examination must be held before the deadline for submission of the dissertation to the School of Liberal Arts. The final examination committee must include the members of the dissertation committee but may include other CCC Program faculty. For more information about the dissertation process, see section on “Dissertation: Committee Formation, Proposal Development, Research, and Defense.”

**Time-to-Degree**

We expect CCC students to be enrolled in 12 hours per semester during their first two years so that by the end of their second year (fourth semester) they will have completed the total hours required for a Ph.D. (48 hours). The CCC program follows the rules in the SLA Graduate Catalog with respect to time-to-degree: the dissertation must be completed within four years after a student has been admitted to candidacy for the degree. Beyond this period, the program may grant a maximum of three one-year extensions. The CCC program will notify the Dean of the School of Liberal Arts or the Dean of the School of Social Work of each extension granted or denied, and forward to the Dean the student’s written request and the program’s official response. Any additional extension will be considered only by written application to the Dean of the School of Liberal Arts or Dean of the School of Social Work with strong support by the CCC program. Beyond the eight-year period of tenure, a student who has neither completed the requirements for the degree nor received an extension will no longer be considered a degree candidate and will be administratively terminated from the program.
### Curriculum of the Ph.D. Program in City, Culture, and Community

<table>
<thead>
<tr>
<th>Ph.D. in Social Work-CCC</th>
<th>Ph.D. in Sociology-CCC</th>
<th>Ph.D. in Urban Studies-CCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5: Dissertation</td>
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<tr>
<td>Level 4: Capstone Multi-disciplinary CCC Pro-Seminar II (3 hours)</td>
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<tr>
<td>Level 3: Electives in Networked Graduate Programs (20+ hours)</td>
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<td>Level 2: CCC Core (22 hours)</td>
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<td>Level 1: Multi-disciplinary Pro-Seminar I (3 hours) CCC 701 - Orientation to CCC and Interdisciplinary Scholarship</td>
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Governance by the CCC Steering Committee and Program Faculty
## Sequence of Requirements for Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
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</table>

The CCC program aims to create a unique program identity and innovative student cohort experience through interdisciplinary pro-seminars that bookend the program: an introductory course that orients students to interdisciplinary methods and a capstone seminar prior to a preliminary exam and the dissertation proposal. To ensure cross-disciplinary perspective, the two pro-seminars are team-taught by two faculty members from different fields. This will lend students exposure not only to multiple frames of reference and methodologies, but it will also allow them to experience cross-disciplinary interaction and cooperation as applied to the particular issues studied. Such a pedagogical approach is imperative not only in keeping with the interdisciplinary focus of the CCC program, but also in developing an analytic toolkit that transcends traditional field divisions and that will equip our graduates to address complex issues pertaining to city, culture, and community. Other courses in theory, methods, and statistics will combine and integrate information, data, techniques, tools, perspectives, concepts, and/or theories from the social sciences, social work, architecture, and humanities, among other areas. Below is a list of courses that offer students an unprecedented opportunity to integrate a variety of perspectives on city, culture, and community while giving them the option of receiving thorough training at the professional level in sociology or social work.

### Course Catalog Descriptions

**CCCC 6040: Introductory Data Analysis.** This course provides basic training in quantitative and qualitative analysis. Participants will use statistical techniques and SPSS software to
organize data, test empirical hypotheses, and evaluate evidence. Topics include measurement, tabular and graphic displays of data, central tendency, dispersion, normal distribution, sampling distributions, confidence intervals, hypothesis tests, cross-tabulations, chi-square, OLS regression, and content analysis of qualitative data.

**CCCC 7010: CCC Pro-Seminar I.** This pro-seminar is for first-year CCC students. The course will cover a wide range of topics central to the professional development of CCC students, including finding and working with an advisor/mentor, developing a research agenda, building skills related to time- and information-management, researching and applying for available jobs, constructing a curriculum vita, publishing research, making presentations, and writing an annotated bibliography. In addition, workshops on bibliographic software and reference databases will provide students with practical information about conducting literature reviews as the foundation for doing research. A CCC faculty member will visit the class each week to provide an expert's perspective on each topic.

**CCCC 7100: CCC Theory I.** First course in a two-semester graduate-level introduction to key theoretical issues, debates, figures, and works in the interconnected program core areas of city, culture, and community. The two semesters are organized to elaborate, articulate, and promulgate the unique inter- and multi-disciplinary promise of the CCC program, by developing a more synthetic approach to theory. The first semester has a dual focus: a meta-theoretical framework on “thinking about theory”; and an exploration of key theoretical schools and perspectives.

**CCCC 7150: CCC Theory II.** Second course in a two-semester graduate-level introduction to key theoretical issues, debates, figures, and works in the interconnected program core areas of city, culture, and community. The two-semesters are organized to elaborate, articulate, and promulgate the unique inter- and multi-disciplinary promise of the CCC program, by developing a more synthetic approach to theory. The second semester is organized around the investigation of key constructs and concepts. Prerequisite: CCCC 7100.

**CCCC 7200: Research Design.** This course focuses on the logic and processes of research design, with emphasis on the fit between substantive research questions and empirical evidence. Topics include epistemology, data collection techniques, measurement, sampling, and research ethics. Participants gain practical experience across multiple research stages and from a variety of methodological perspectives. Participants will also improve their technical writing skills, namely how to summarize, explain, and evaluate research concepts, principles, and procedures.

**CCCC 7300: Quantitative Analysis.** This course develops in-depth knowledge of multivariate data analysis. Topics include the logic of statistical inference and hypothesis testing, ANOVA (analysis of variance), ANCOVA, (analysis of covariance), MANOVA (multivariate analysis of variance), OLS (ordinary least squares) regression, logistic regression, and other advanced multivariate statistical procedures. Students will also become proficient in (1) the mechanics and interpretations of data analysis with SPSS software and (2) technical writing skills focused on summarizing, explaining, and interpreting quantitative information. Prerequisite: CCCC 704, or permission of instructor.

**CCCC 7350: Qualitative Analysis.** This course develops in-depth knowledge of, and practical
experience with, the collection and analysis of qualitative data. The participants will collect and analyze their own data using different research strategies. Participants will learn how to use qualitative computer software to organize and analyze narrative data, such as fieldnotes and transcribed interviews.

**CCCC 7700: Teaching Seminar.** This course is a professional development seminar in which participants will explore a variety of pedagogies and gain practical experience in the mechanics of teaching, such as organizing content, lecturing, leading discussions, promoting rapport, motivating students, and evaluating student performance and effectiveness of pedagogy. This course also seeks to enhance awareness of diversity in learning styles, social patterns in classroom interactions, and academic integrity in student-teacher relations. Participants will also improve their oral communication skills and understanding of audiences beyond the classroom, such as public speaking events.

**CCCC 7750: Teaching Practicum.** Teaching apprenticeship in collaboration with supervising faculty member. Prerequisite: CCCC 770.

**CCCC 7800: Research Practicum I.** First semester research collaboration with supervising faculty member.

**CCCC 7850: Research Practicum II.** Second semester research collaboration with supervising faculty member.

**CCCC 7950: CCC Pro-Seminar II.** The final academic course is led by a team of CCC program faculty and focuses on the students' emerging dissertation projects and provides a space for critical dialogue about the application of theories and methods associated with different disciplines towards a wide variety of research areas. By this point in their advanced training, students are expected to have at least begun to formulate their dissertation topics and thoroughly familiarized themselves with the critical literatures germane to their anticipated research agenda. The capstone seminar is designed to offer a forum in which they can share these ideas with their peers and CCC program faculty so as to give and gain constructive feedback to more fully elaborate their individual dissertation proposals.

**CCCC 7980: Independent Study.**

**CCCC 9990: Dissertation Research.**

**Continuous Registration Requirements**

A student admitted to the CCC program must be in continuous registration in a degree-granting division of Tulane until the awarding of the Ph.D. degree. Any student who is not registered for course work in a degree-granting division of the university must be registered in Dissertation Research in order to remain in continuous registration. The student need not maintain registration during the summer.

The continuous registration requirement applies both to resident and non-resident students. Resident students who have not completed minimum course work requirements for their degrees must either enroll for a minimum of three hours per semester (exclusive of Summer Session) or register for Dissertation Research (999). Resident or non-resident students who have
CCC Graduate Handbook, 2013-14

completed their course work requirements are required to register for Dissertation Research (999) (no credit hours) in order to maintain continuous registration. This entitles students to full student privileges. Failure to be so registered is de facto withdrawal and the School of Liberal Arts reserves the right not to readmit. A student who is readmitted is obligated to pay the applicable fee required to maintain continuous registration.

Standards for Academic Performance and Annual Review of Graduate Students

The CCC Steering Committee will assess performance according to several indicators including graduate course work, execution of TA/RA duties, and professional activity and development. Indicators of professional development include such activities as preparing a manuscript for peer-review, submitting a grant proposal, presenting research at a professional conference, and attending CCC colloquia.

The CCC program policies make continuance of financial support dependent upon adequate progress through the program and performance in completing the CCC degree requirements. Graduate students are evaluated yearly by the CCC Steering Committee. "Reasonable progress" reflects two things, course grades and staying on track in fulfilling the various degree requirements in a timely fashion.

• Students must maintain a 3.0 GPA throughout their graduate career in order to remain in the program. If the GPA falls below 3.0, the CCC Steering Committee will not allow the student to continue in the program. A student shall be placed on probation if they receive one grade of “B-”. Receipt of a second “B-” grade automatically results in program termination
• Satisfactory progress toward meeting degree requirements is defined per the table showing the sequence of requirements for students. An Incomplete (“I”) defers a grade for a student who, for reasons beyond his/her control, is unable to complete the assigned work on time. Ordinarily, new or renewed appointments will not be approved for students who have a grade of "I". At a minimum, students must have no incompletes and all incompletes must be resolved within 30 days or by the start of the next semester, whichever comes first.

Inadequate performance of TA/RA duties and ethical breaches also are factors affecting performance evaluations.

Minimum standards for continuing in the CCC program:

1) No incompletes; i.e., all incompletes must be resolved within 30 days or by the start of the next semester, whichever comes first
2) One grade of “B-“: student is put on probation. Second grade of “B-“ will result in termination
3) GPA = 3.0 minimum

Minimum standards for maintaining funding (same standards to be applied for those with “full funding” and those with “tuition scholarships” only)

1) Standards 1) and 2), above
2) GPA = 3.5 minimum

The CCC program is aware that extenuating circumstances can impede a student's progress through the program (for example, an illness that requires a semester's leave of absence). These
situations will be considered on a case-by-case basis and, if deemed appropriate, an extension of these deadlines will be granted by the DPD in consultation with the CCC Steering Committee. However, extensions will be given only in exceptional cases.

**Dissertation: Committee Formation, Proposal Development, Research, and Defense**

The dissertation constitutes the culmination of an individual’s graduate training and marks the individual’s passage from apprentice to independent scholarly craftsperson. The dissertation is intended to demonstrate substantive and research mastery and make an original contribution to the scholarly literature.

1. **Forming a Dissertation Committee**

The dissertation committee consists of three tenured or tenure-track members of the Tulane faculty. The student selects one of these faculty members to be the chair of the committee. Typically, the committee chair is an expert in their field and with whom the student has an established mentoring relationship. The chair of the committee will be the student’s main dissertation advisor and must be a member of the CCC-affiliated faculty. It is suggested, but not required, that students have a chair that comes from the area in which the student’s Ph.D. is nested, e.g., School of Social Work, Sociology, Urban Studies. The two other committee members can be in fields outside of these three CCC participating units. Faculty must have a Ph.D. to serve on a CCC dissertation committee. The dissertation advisor will be the main consultant for the student during all phases of the dissertation research and writing. The other members of the dissertation committee should each bring independent expertise to the dissertation project and be chosen in consultation with the presumptive chair. The composition of the committee must be approved by the CCC Program Director. Substitutions in committee membership, once the committee has been formed, are the responsibility of the Dissertation Chair in consultation with the student. Substitutions normally occur if a member is unable to serve or if a student’s dissertation topic changes. The CCC Doctoral Program Director (DPD) is responsible for approving all substitutions.

2. **Selecting an Outside Member (optional)**

There may also be an additional fourth “outside” member of the committee who is not a member of the regular Tulane faculty. This “outside” member may be chosen either from the ranks of visiting faculty or Professors-of-Practice (PoPs) at Tulane, or from outside the University. Faculty must have a Ph.D. to serve as an outside member on a CCC dissertation committee. The outside member can be selected at the same time the committee is formed or can be added later in the process. Some students wait to choose the outside reader until the dissertation prospectus has been approved, though this is not always advisable as the outside member is expected to be a recognized authority on the subject of the thesis and thus would seemingly be an important resource for its design. The student should provide the Graduate Director with a statement giving the reasons for the outside member’s selection. No outside member may serve as the student’s chair.

3. **Writing the Dissertation Proposal**

In consultation with the dissertation advisor, the student next writes a dissertation proposal.
The dissertation proposal is typically developed gradually, as a result of the student’s preliminary research and discussion with her/his committee members. At minimum, the dissertation prospectus should include:

a. The articulation of the research focus and question(s) that motivates the dissertation research;
b. A brief overview of the extant theoretical and empirical literatures that inform the topic and contextualize the proposed dissertation;
c. A research design (plan) as to what will be done to accomplish the research and analysis. This plan will include sufficient methodological and analytical design information so as to provide a clear and thorough overview as to how the research and analysis will be conducted.
d. A statement of the expected contribution(s) to knowledge and/or practice of the completed dissertation; and
e. A proposed work schedule indicating expected completion dates of major components of the dissertation (i.e., finalized literature reviews, data collection, analysis, chapter development, etc.).

More often than not, the proposal should exceed these stated minimums and may well constitute drafts of several early chapters in the proposed research which have already been undertaken in consultation with the chair and other members of the dissertation committee.

4. **Defense of the Dissertation Proposal**

Once it is written in a final form, the proposal must be defended in an oral examination before the student’s dissertation committee. After its approval it is placed in the student’s file in the CCC Program office. At this point, the student is informally designated as ABD (All But Dissertation). School of Liberal Arts (SLA) students in Sociology and Urban Studies will be required to complete and submit the following forms:

Admission to Candidacy ([http://tulane.edu/liberal-arts/upload/AdmissiontoCandidacy11.pdf](http://tulane.edu/liberal-arts/upload/AdmissiontoCandidacy11.pdf))

Approval of Dissertation Prospectus ([http://tulane.edu/liberal-arts/upload/prospectusform1.pdf](http://tulane.edu/liberal-arts/upload/prospectusform1.pdf))

The students in the School of Social Work will complete similar forms located below.

5. **Research for the Dissertation**

The committee (especially the dissertation advisor) must be kept informed of the student’s progress at frequent intervals and should monitor the candidate’s work and assist in its development. In so far as possible, the committee should attempt to give the student ample and early warning of any reservations concerning the student’s progress and, if necessary, should specify the changes required for dissertation acceptance.

6. **Writing the Dissertation Draft**

A first draft of the dissertation should be submitted to the dissertation advisor and/or to any or all members of the dissertation committee according to terms agreed upon by the student and the committee members. Often, the student will provide drafts of chapters of the dissertation as they are written; other times the student and dissertation advisor will determine that it would be
best to have a completed draft all at once. This is a matter for the student and his committee members to work out individually and, preferably, explicitly. However, regular feedback and frequent revisions are typically important ingredients of an excellent dissertation.

7. Revision of the Dissertation Draft

In accordance with committee members’ comments, draft chapters and/or a draft of the entire dissertation will be revised until the student is deemed ready for defense. This may take several rounds of revision.

8. Defending the Dissertation

Once the committee is satisfied that the dissertation is ready to be defended, the dissertation advisor will give the student permission to set a date for defense. When the student, the dissertation committee chair, and the other committee members agree that the dissertation is complete and ready for public defense, the Program Director should be contacted. It is the responsibility of the student to schedule a mutually agreeable date and time for the defense. The defense should be scheduled at least three weeks in advance. A public announcement must be made and the CCC faculty and graduate student body invited to attend. Except when unusual circumstances dictate otherwise and only by special prior permission of the Program Director, the defense will take place with the student and all members of the committee physically present. Routinely, however, permission will be granted for the outside member to be absent if necessary, provided that he or she sends the committee chair written comments.

9. Making Final Revisions

If the dissertation passes the defense, it almost always happens that final revisions are required. Oftentimes, these revisions are made in consultation with the dissertation advisor who is then given authority to sign-off on the completed manuscript. However, all members of the committee may request review of the revisions or parts thereof as they see fit. These terms should be made explicit before the conclusion of the prospectus defense. Students should be advised that this stage of final revisions, after a successful defense, is not trivial or anticlimactic but is an important part of the dissertation process. Making final revisions can take anywhere from a few weeks to several months.

10. Formatting and Printing the Official Version of the Dissertation

The final draft of the dissertation should be prepared in strict accordance with the instructions given in the General Guidelines for Use in Preparing Theses and Dissertations (http://tulane.edu/liberal-arts/upload/Guidelines-Diss-Thesis.pdf). As in the case of the dissertation, the abstract must be approved by the professor in charge of the work for the dissertation and accepted by the other members of the student’s committee. Students in the School of Liberal Arts (SLA) should consult pp. 24-25 of the Graduate Programs Catalog for more information on formatting, printing, and submitting the official version of the dissertation (http://tulane.edu/liberal-arts/upload/catalog-SLA-updated-Jan_2012.pdf). School of Liberal Arts (SLA) students in Sociology and Urban Studies will be required to complete and submit the “Final Defense Form” available on the SLA website. Students in the School of Social Work will complete the “Final Defense Form” located below.
Performance Guidelines for Graduate Assistantships

1. Introduction
The CCC program offers several Graduate Assistantships designed to provide financial support and intellectual guidance in support of the graduate student’s research and education. Graduate Assistantships can take the form of (1) Teaching Assistantships – Instructional Support (TA-IS); (2) Teaching Assistantships – Instructors (TA-I); and (3) Research Assistantships (RA). The Teaching Assistantship – Instructional Support (TA-IS) is a position in which a third-year CCC student provides instructional support to a faculty member in a particular course. These positions allow graduate students the opportunity to observe and assist professors in planning and organizing course material, assignments, tests, and learning outcomes. They also function as training opportunities for a third-year graduate student to become an instructor of his/her own course in the fourth-year and fifth-year of the CCC doctoral program. Third-year CCC students in a TA-IS position may also perform teaching or teaching-related duties, such as developing teaching materials, preparing and giving examinations, and grading examinations or papers. Teaching Assistantships – Instructors (TAI) are positions where a fourth-year and fifth-year graduate student is the primary instructor of a course. Research Assistant (RA) means a graduate student who is paid a stipend to perform research or administrative duties for a faculty member in the CCC program.

2. Goals and Expectations of Graduate Assistants
The primary goal of an assistantship is to facilitate progress toward the graduate degree, provide instructional support for undergraduate courses, and provide apprenticeship-type learning opportunities for graduate students. The CCC program views graduate assistants as "professionals in training" following basically a faculty role model. CCC Graduate Assistants are expected to maintain the highest levels of professional and ethical standards. These standards include, among others, a respect for honest and responsible exchange of intellectual ideas, fair and equal treatment of all students, respect for individual differences, and avoidance of any interactions that could jeopardize the objective assessment of student efforts. Because teaching expertise represents a set of skills and attitudes acquired through training, experience, and critical reflection, preparation for and practice in teaching are at the core of an effective professional development program for CCC graduate students.

Graduate students in the CCC program who choose to pursue non-academic careers also benefit from Graduate Assistantship training and instructional experiences. Such activities hone professional abilities to marshal, summarize, and present research and other material in clear and effective form and are therefore highly desirable in the private, non-profit, and public sectors. Graduate Assistantship activities will provide CCC students with opportunities to sharpen and refine their presentational skills.

The duties and responsibilities of graduate assistants will vary depending on the needs and desires of the three CCC participating units. Graduate Assistants are obligated to maintain the highest standards of academic honesty and integrity and to keep informed of and abide by programmatic, departmental, college and university rules and regulations. Graduate Assistants are not permitted to enroll in any course for which they are assigned assistantship duties. In addition, the CCC program expects Graduate Assistants to be reliable and professional, possess good interpersonal skills, have good communication skills, be self-motivated, have a good sense
of judgment, be detail oriented and well organized, and have an interest in pedagogy/teaching process and progress.

Graduate assistants should check mailbox, e-mail, and graduate student bulletin boards frequently. Access to information in a timely fashion is its own reward. Some professors may establish a regular schedule of communicating with the graduate assistant through notes or memos via the mailbox. Graduate assistants should strive to complete assignments in a timely fashion. Professors may require non-negotiable deadlines for certain tasks. These tasks should become a high priority. Graduate assistants should always take the work seriously and avoid errors in the execution of duties. What may seem like an inconsequential error (especially clerical tasks) can have disastrous, or at least, embarrassing consequences.

3. Eligibility

To be eligible for a Graduate Assistantship, a CCC student must meet the academic admissions requirements of the CCC program and be registered in full-time residence status. In addition, any other employment for remuneration may disqualify a student from receiving a Graduate Assistantship from the CCC program.

4. Types of Graduate Assistant Roles

There are three broad types of graduate assistant roles.

4a. Research Assistant (RA)

The graduate research assistant’s primary responsibilities are research related. RAs are typically assigned to research projects or researchers and assist in the research function/process and perform miscellaneous administration tasks/projects. Graduate research assistants may assist faculty members in research and data collection/analysis activities, perform administrative or editorial duties directly connected to research, develop and evaluate instructional materials and/or curricula, or assume responsibilities for a designated research area under the direct supervision of a faculty member. If the student’s task involves research or direct support of research involving human subjects, the assistant will need to comply with University Institutional Review Board (IRB) procedures and requirements. Some professors have funding that allows them to employ research assistants. The following list is a sample, rather than an enumeration, and is presented here to provide an outline of some of the expectations associated with a RA position:

- Photocopying (classroom or research materials)
- Administration/clerical duties (correspondence, filing, record keeping, typing, phone calls)
- Research-related activities (collecting, coding, entering, and cleaning data, computer programming, proofreading, commenting on papers)
- Library work for research or teaching purposes
- Written documentation of research activities (especially important for computer/research tasks and library searches)
- Written summaries of literature searches

CCC students may explore opportunities with faculty in other departments or research units on campus. There is no central job bulletin board for open research assistant positions.
Students interested in research assistantships should inquire with individual faculty and campus research centers directly.

4b. Teaching Assistant - Instructional Support (TA-IS)

During their third year in the CCC program, CCC students have the opportunity to provide instructional support to a CCC faculty member in one of the three participating units (sociology, social work, or urban studies). Teaching Assistants will typically work with an instructor and be responsible for such duties as writing exams, developing assignments, proctoring exams, paper/assignment grading, and preparation of course materials. They may be physically present during the delivery of instruction by the instructor to observe how this person organizes the subject matter and presents it to the students. Teaching Assistants are primarily responsible for assisting the course instructor with facilitating a learning environment for students. Teaching Assistants are able to gain valuable teaching experience through observation and engagement with the subject matter and students. Teaching Assistants are typically expected to:

- Provide administrative support for the professor. This role may include assisting the professor in developing teaching materials such as syllabi, visual aids, answer keys, supplementary notes, and course website
- Attend the course
- Schedule and maintain regular office hours to meet with students
- Be a liaison for undergraduate students via email or in person
- Grade assignments; quizzes, term papers, exams
- Order or obtain materials needed for classes
- Prepare and proctor examinations
- Return assignments to students in accordance with established deadlines
- Photocopy and distribute requested material for the course
- Meet with professor to discuss students' grades, and complete required grade-related paperwork
- (possibly) Facilitate discussion sections
- (possibly) Give a guest lecture
- (possibly) Hold midterm and final review sessions
- (possibly) Develop a syllabus
- (possibly) Select course readings and structure class
- (possibly) Develop grading rubrics

4c. Teaching Assistant – Instructor (TA-I)

During their fourth and fifth year in the CCC program, CCC students will have the opportunity to be the primary instructors for a particular course. They will be engaged in direct teaching and will assume responsibility for course planning and organization, grading of assignments, and determination of student grades. Teaching Assistants are typically expected to:

- Attend a one-day workshop in the fall sponsored by the Office of Graduate and Postdoctoral Studies to find out about university policies and resources for teaching. Students must register for this workshop. The workshop covers issues such as effective lecturing, facilitating discussions, testing/grading, academic integrity, using technology in teaching, teaching as a performance art, and collaborative learning.
• Develop the course syllabus
• Prepare for and lead class discussions
• Prepare and deliver lectures
• Construct and give exams
• Create and oversee all student assignments
• Schedule and hold at least three office hours per week
• Set up and/or maintain a course web page through Blackboard
• Put course items on reserve at the library, if needed
• Meet with the CCC Director or other designated CCC faculty on a regular basis
• Evaluate and grade examinations, assignments, and papers
• Record grades
• Assign final grades for the course
• Conduct a course evaluation

All first-time teaching assistant - instructors (TA-I) are required to complete the New Graduate Instructional Training Workshop. This workshop is a one-day training session and is typically held during the third week of August each year. Students are required to register for the orientation and workshop through the SLA website (http://tulane.edu/liberal-arts/incoming-graduate-students.cfm).

5. Time Expectations

TA and RA positions are limited to a maximum of 20 hours/week. Hours may vary from week to week, but the average hours across weeks should not exceed 20 hours. Students may not work for other departments on campus during the academic year without pre-approval from the CCC Steering Committee. Ordinarily, students may not work in an instructional capacity for other departments, but may be allowed to work as research assistants as long as the hours do not interfere with TA/RA responsibilities within the CCC program. Students may work as paid tutors on campus as long as they are not serving as the teaching assistant for the particular course for which they are tutoring.

6. Evaluation

The CCC Steering Committee is responsible for evaluating the performance of all Graduate Assistants assigned as a TA-IS or a TA-I. The Graduate Assistant will receive a written evaluation with a copy held in the office of the CCC Director for the duration of the appointment. It is expected that the participating units in the CCC program will assist in evaluating the performance of Graduate Assistants. At least once a semester, one CCC faculty will attend a class offered by a Graduate Assistant (TA-I) and perform an evaluation of their teaching performance.

7. Reappointment of Graduate Assistants

Reappointment will be considered for those assistants based on the following criteria:
• Making satisfactory progress toward completion of the degree
• He or she meets the scholastic requirements for eligibility set by the department and School and is certified as being in good academic standing.
• He or she has, in the opinion of the CCC Steering Committee, provided satisfactory service.
8. Conflict Resolution Process and Procedures

If a conflict arises between a graduate student’s progress in the program and graduate assistant demands, it is the student's responsibility to bring these conflicts to the attention of the supervising professor and negotiate a mutually agreeable solution. None of the faculty has any interest in impeding any student's progress, so achieving such a resolution should rarely be a problem. If it is, the student should discuss the situation with the CCC Doctoral Program Director (DPD).

If a faculty member experiences problems with the student's performance of her/his duties as a teaching or research assistant, it is the obligation of the faculty member to communicate the problem to the student in a timely fashion. Likewise, it is also the student's obligation to respond to the faculty member's complaint in a timely fashion. If the individuals involved cannot resolve the problem satisfactorily, they should consult with the DPD.

If a student continues to neglect his/her normally expected assistantship duties without good cause, by either (1) refusing to do the assigned work or (2) doing the work in an unsatisfactory way, even after a faculty member has communicated the problem to the student, the DPD has intervened, and outside mediation has not resolved the problem, the CCC Steering Committee will seek the termination of the assistantship before the end of the period of appointment, according to the regulations and procedures of the protection of academic freedom of graduate, teaching, or research assistants (pursuant to Article XII of the Statement on Academic Freedom, Tenure, and Responsibility, May 17, 1971).

9. Termination of Graduate Assistant Appointment

A graduate assistant appointment may be terminated for reasons such as:

- Lack of funds
- Failure of the student to maintain satisfactory student status
- Failure to maintain consistent progress toward completion of the degree requirements

10. Restrictions on Being a Graduate Assistant

- The graduate student cannot be enrolled as a student in the class they are GTA for
- The graduate student cannot receive payment and credit for the same course
- It is not possible for grad students to TA for graduate level courses and seminars

11. Resources

Tulane University’s Center for Engaged Learning and Teaching (CELT) provides theoretical and applied resources, tools and direction to the university community to realize the goal of engaged learning at Tulane. CCC students are also encouraged to consult the websites of different professional organizations – American Sociological Association, etc. – for information on teaching resources, pedagogical advice, strategies for effective teaching and professional development.

Academic Grievance Procedures – CCC Program, Tulane University

*The following procedures are in accordance with those approved by the Senate Committee on Academic Freedom and Responsibility of Students, October 1989. (September 1992)*
1) Within one month of receiving a grade or other cause of complaint, a student should make an informal attempt to resolve the grievance by approaching the instructor or other academic supervisor. If the instructor cannot be reached due to summer vacation or other circumstances, contact should be made with the instructor as soon as possible or within two weeks of the beginning of the following semester.

2) If student and instructor cannot arrive at a mutually satisfactory solution within seven days, the student should submit a written statement of the alleged grievance to the CCC Program Director.

3) If the grievance is against the director, the statement should be submitted to the senior faculty member of the CCC Steering Committee, who will then preside over and execute all matters discussed below.

4) If a grievance cannot be resolved by informal mediation within seven days of its referral to the Program Director (or surrogate in the specified exception), the student will be informed of his or her right to bring the matter before a program grievance committee. The student will be granted 48 hours from the time of notification of right of grievance hearing to notify the director (or surrogate) of his or her decision. The chair shall then convene and schedule the grievance hearing, if requested, within one week of such notification.

5) The program grievance committee shall consist of three faculty members appointed by the Program Director (or surrogate). Ideally, the committee will consist of members from each of the three program divisions who have had no previous formal affiliation with the student. A new committee will be selected for each grievance case. The senior member of the committee will function as chair of the committee and moderator of the hearing.

6) The Program Director (or surrogate) shall advise the committee members of the name of the student and shall notify the student of the composition of the committee at least two days before the hearing.

7) Requests by students to remove a faculty member from the committee for cause or by committee members to remove themselves for cause shall be entertained by the Program Director (or surrogate) and granted only in extreme cases.

8) Requests by parties involved in the grievance process for extensions of the above time limits shall be entertained by the Director (or surrogate) and granted only in extreme cases.

9) Both the student and the instructor have the right to submit written statements of their opinions concerning the grievance to the grievance committee and shall be encouraged to do so. Both parties also have the right to appear before the committee during the hearing and shall be encouraged to do so. Neither party is obligated to submit a written opinion or to appear personally before the committee. Choice regarding these options shall not be weighed in committee deliberations.
10) Instructors against whom grievances are filed are obligated to submit to the committee all written materials (test, papers, record of grades, and so forth) which bear directly on the grievance case unless those materials already have been returned to the student. Instructors are expected to retain written materials for a period of at least six months following the end of the semester in which the material was submitted for purposes of grading.

11) Parties giving testimony in a hearing shall be segregated before and during testimony.

12) Testimony, but not committee deliberation, during a grievance hearing shall be tape-recorded and tapes kept on file for six months after the hearing.

13) The committee shall render a decision in the grievance matter within three days of the hearing. Committee records should contain not only the decision, but also an explanation of the grounds upon which the decision was reached. Summary statements of decisions and their grounds shall be sent by the Program Director (or surrogate), to the student complainant, the faculty member against whom the grievance was filed, and the dean of the student's college.

Tulane University Unified Code of Graduate Student Academic Conduct

The CCC program expects all students to uphold high standards of scholarship and conduct in roles as student, teaching/research assistant, and researcher. To that end, all CCC students are required to abide by the Tulane University Unified Code of Graduate Student Academic Conduct (http://tulane.edu/provost/upload/Unified-Code-of-GS-Academic-Conduct-11-14-07.pdf). According to the Code, “In all work submitted for academic credit, graduate students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else’s words). This principle applies, but is not limited to, to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other academic assignments.”

The following are defined as academic conduct violations under the code:

i. **Cheating** -- Giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids. Consulting with any persons other than the course professor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume the exam is closed book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course.

ii. **Plagiarism** -- Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work. Such an act often gives the reader the
impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please consult any of the available references on acknowledging sources in academic work for more information on documenting sources.

iii. Fabrication -- Submission of contrived or altered information in any academic exercise.

iv. False Information -- Furnishing false information to any University official, instructor, or University office relating to any academic assignment or academic issue.

v. Unauthorized collaboration -- Collaboration not explicitly allowed by the instructor to obtain credit for examinations or course assignments.

vi. Multiple submissions -- Presentation of a paper or other work for credit in two distinct courses without prior approval by both instructors.

vii. Sabotage -- Destroying or damaging another student's work, or otherwise preventing such work from receiving fair graded assessment.

viii. Unfair advantage -- Any behavior disallowed by an instructor that gives an advantage over other fellow students in an academic exercise.

ix. Facilitation of academic dishonesty -- Knowingly helping or attempting to help another student violate any provision of the Code.

x. Tampering with academic records -- Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.

xi. Improper disclosure -- Failure of an Honor Board member, witness or participant in an Honor Board hearing to maintain strict confidentiality concerning the identity of students accused of Honor Code violations.

Frequently Asked Questions (FAQ) about the CCC Program:  http://tulane.edu/ccc/faq.cfm

Useful Links and Information

School of Liberal Arts (SLA) - Links to Resources for Graduate Students (http://tulane.edu/liberal-arts/graduate-resources.cfm)
- New Student Information
- Teaching Resources Links (Innovative Learning Center)
- Graduation Deadlines
- Graduate Programs Catalog
- Procedures on grade and other academic complaints
- Unified Code of Graduate Student Academic Conduct
• Fraud in Research
• Guidelines and Policies for Graduate Assistants
• Summer Merit Fellowship Awards

**School of Liberal Arts (SLA) - Links to Forms for Graduate Students**
(http://tulane.edu/liberal-arts/forms-for-graduate-students.cfm)

• Admission to Candidacy
• Approval of the Dissertation Prospectus
• Application for Degree (For Masters and Ph.D. ONLY)
• Commencement and Hooding Participation
• Continuous Registration
• Final Examination/Dissertation Defense/Thesis Defense
• Guidelines for Preparing Theses and Dissertations
• Transfer of Credit Request
• Microfilming (UMI) Form for both Dissertations and Theses
• Survey of Earned Doctorates

**School of Liberal Arts (SLA) - Deadlines for Graduating Students:** Each student is responsible for meeting mandatory Tulane University deadlines for commencement. These deadlines include the “Application for Degree” form (in January for May graduation, in June for August graduation, and in October for December graduation), delivery of thesis or dissertation in its final format to the SLA Dean’s Office (first week of April for May graduation, mid-July for August graduation, and first week of December for December graduation), and payment of all graduation fees. These exact deadlines are updated every year and are posted on the SLA website (http://tulane.edu/liberal-arts/graduation-deadlines.cfm).

**School of Liberal Arts (SLA) - Information for Incoming Graduate Students** (see SLA website - http://tulane.edu/liberal-arts/incoming-graduate-students.cfm - for information for incoming graduate students:
• International Students
• For All First Time Teaching Assistants (International and Domestic)
• Registration Instructions
• Immunizations
• Payroll Information
• Taxation
• Housing
• Health Insurance
• Mandatory Fees
• Payment of Accounts Receivable
• Student Loans
• Final Transcript
• Tuition & Fees for Graduate Programs.

**School of Liberal Arts (SLA) - Other Information.** See the SLA website for information about Survey of Earned Doctorates; Thesis/Dissertation Submission; and Minority and Women Graduates (http://tulane.edu/liberal-arts/graduation-deadlines.cfm)
Tulane University Office of Graduate and Postdoctoral Studies (OGPS) (http://tulane.edu/ogps/). The OGPS advances graduate education and enhances postdoctoral training through program oversight, policy development, and implementation of focused activities.

- **Workshops.** OGPS sponsors workshops that support the professional development of Tulane's graduate students. Topics include career planning: an overview, pursuing academic careers, academic research and scholarship, teaching, and an orientation for new teaching assistants.
- OGPS also publishes a Teaching Resource Manual for Graduate Student Instructors in collaboration with the Center for Engaged Learning and Teaching (CELT). To suggest a topic or speakers for workshops, e-mail OGPS at ogps@tulane.edu.
- **Policies.** To review the policies affecting graduate study at Tulane, see the OGPS policies page or the University Catalog.
- **Mentoring Relationships.** Faculty mentors play an important role in graduate students' experiences and success. OGPS provides several tips for finding a mentor.
- **Campus Resources.** Tulane has many resources to assist you in your research and teaching, and to foster your engagement with the university community.

Tulane Graduate Studies Student Association (GSSA) (http://www.tulane.edu/~gssa/). The GSSA is a student-government based organization for all graduate students, Masters and PhD, within the School of Science and Engineering or the School of Liberal Arts. GSSA is funded by a portion of graduate student activity fees, and acts to provide social, academic, and career enriching opportunities on and off campus for the graduate student population. GSSA also acts as a conduit to the University administration for issues affecting our constituent graduate students, including health-care, facilities, etc.